



COLLEGE PARK ELEMENTARY

100 Davidson Dr.
Ladson, SC 29456

Grades	PK-5 Elementary School	
Enrollment	1,050 Students	
Principal	Amanda Prince	843-797-2711
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

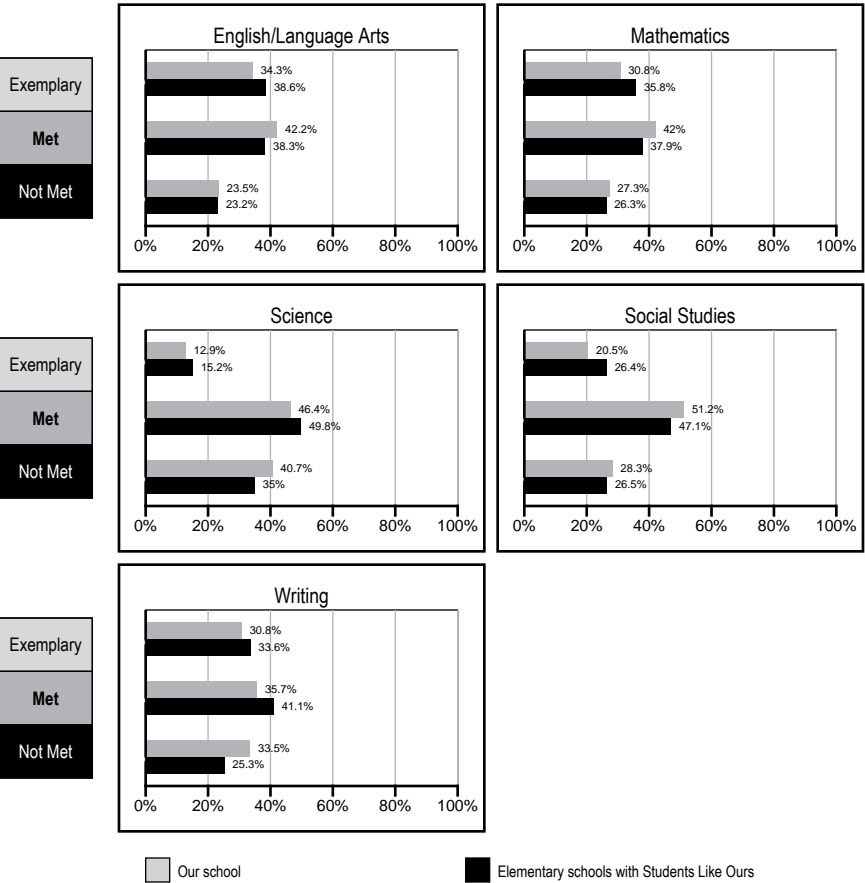
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	31	76	6	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,050)				
First graders who attended full-day kindergarten	98.7%	Up from 96.7%	100.0%	100.0%
Retention rate	1.0%	Up from 0.2%	1.2%	1.1%
Attendance rate	96.0%	No Change	96.0%	96.2%
Served by gifted and talented program	12.2%	Up from 10.7%	12.7%	13.4%
With disabilities other than speech	2.6%	Down from 10.4%	4.7%	4.1%
Older than usual for grade	0.4%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	50.8%	Up from 49.2%	60.7%	62.5%
Continuing contract teachers	72.1%	Up from 70.5%	90.0%	88.2%
Teachers returning from previous year	89.2%	Up from 89.0%	88.2%	87.8%
Teacher attendance rate	94.7%	Down from 95.6%	95.0%	95.2%
Average teacher salary*	\$47,630	Up 0.7%	\$46,767	\$46,773
Professional development days/teacher	5.2 days	Up from 5.1 days	11.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.5%	Down from 91.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,244	Down 5.0%	\$7,423	\$7,447
Percent of expenditures for instruction**	64.4%	Up from 62.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	59.8%	Up from 58.2%	64.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2010-2011 school year was full of positive changes and successes. At CPE we continue to strive for commitment and pride in education through data driven instruction and on-going staff development for our staff. CPE has completed PBIS Year 3 and evaluation results of our program included a decrease in discipline referrals and 100% school wide implementation. Our school focus for the year included strengthening our core programs, targeted interventions for students, and assessment. Teachers met weekly in Professional Learning Communities to review student data and plan for instruction. During PLC time teachers collaborated to develop standards-based, common assessments in kindergarten through fifth grade.

Teachers throughout the school worked with the full-time Math Coach and ELA Coach to ensure that all students were engaged in learning. Title I funds supported school supplies for all students, technology for classrooms, class-size reduction, a Math Coach, and a variety of family nights. Our School Improvement Council worked in conjunction with our Title I program to create and evaluate programs that improve student learning and strengthens home and school partnerships. In the spring, a committee of teachers, coaches, and administration worked to develop a hands-on math program that will be implemented in the upcoming year and will focus on 90 minutes of math daily to include a school wide math fluency program. Teachers participated in an in depth math training that focused on math engagement, exploration, explanations, extensions, and evaluation.

During the year, our school counseling program was awarded the American School Counseling Association's prestigious RAMP award and CPE was selected to participate in the district I Pad pilot program. Each individual student in a selected 5th grade classroom utilized I Pads to enhance their education and explore a variety of information and research in all subject areas. CPE received a \$5000 Fuel Up and Play 60 grant through the Southeastern Dairy Council. All students participated in the Fuel Up and Play 60 program to promote healthy eating habits and exercise. Students enjoyed a variety of Fine Arts activities during the Annual CPE Fine Arts Week, including our first musical, Willy Wonka Jr., performed by our students.

At College Park Elementary, we believe that all students can learn. We are committed and take pride in the education of our students.

Amanda M. Prince, Principal

Mary Dick, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	190	91
Percent satisfied with learning environment	92.9%	85.8%	93.2%
Percent satisfied with social and physical environment	97.6%	86.0%	93.3%
Percent satisfied with school-home relations	85.7%	86.2%	87.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 26 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	564	99.7	23.2	42.2	34.6	82.3	85.3	82.4	Yes	Yes
Gender										
Male	289	100	27	37.7	35.3	78.6	81.3	78.7	N/A	N/A
Female	275	99.3	19.5	46.7	33.9	86	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	292	99.7	18.7	40.3	41	85.8	89	88.9	Yes	Yes
African American	166	99.4	32	48.3	19.7	74.1	78.6	72.9	No	Yes
Asian/Pacific Islander	18	100	6.7	60	33.3	93.3	94.1	93	I/S	I/S
Hispanic	80	100	25	36.1	38.9	84.7	85	79.3	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	97	97.9	59.5	34.5	6	44	54.4	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	25.4	45.1	29.6	84.5	84.6	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	394	99.8	29.3	44.6	26.1	78.1	80.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	564	100	27.2	42.1	30.7	81	84.4	81.9	Yes	Yes
Gender										
Male	289	100	27.4	38.9	33.7	79.8	82.7	79.9	N/A	N/A
Female	275	100	27	45.2	27.8	82.2	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	292	100	23	40.9	36.1	83.3	88.6	88.9	Yes	Yes
African American	166	100	37.2	46.6	16.2	73	77.1	71.4	Yes	Yes
Asian/Pacific Islander	18	100	20	33.3	46.7	93.3	94.2	94.6	I/S	I/S
Hispanic	80	100	23.6	41.7	34.7	87.5	83.3	81.1	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	97	100	66.3	25.6	8.1	46.5	53	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	25.4	40.8	33.8	87.3	83.3	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	394	100	32.9	44.2	22.9	77.1	79.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	368	99.5	40.7	46.4	12.9	59.3	70.9	68.6
Gender								
Male	182	98.9	35.6	49.4	15	64.4	70.4	68.3
Female	186	100	45.4	43.7	10.9	54.6	71.4	68.9
Racial/Ethnic Group								
White	188	100	31.4	51.2	17.4	68.6	79.9	80.7
African American	114	99.1	57.3	36.9	5.8	42.7	56.5	51.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	52	98.1	40.4	51.1	8.5	59.6	64.3	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	62	100	N/AV	N/AV	N/AV	30.9	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	52	98.1	41.3	50	8.7	58.7	65.3	60.7
Socio-Economic Status								
Subsidized meals	255	99.2	47.2	45	7.9	52.8	61.8	57.3

Social Studies

All Students	370	99.2	28.2	51.3	20.5	71.8	75.7	72.5
Gender								
Male	194	98.5	28.2	46.5	25.3	71.8	74.3	72
Female	176	100	28.1	56.3	15.6	71.9	77.1	73.1
Racial/Ethnic Group								
White	187	99.5	20.3	51.2	28.5	79.7	81.1	81
African American	121	98.4	38.2	53.6	8.2	61.8	66.4	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	90.7	89
Hispanic	46	100	34.1	51.2	14.6	65.9	73.2	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	60	100	63	35.2	1.9	37	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	48	100	35.7	52.4	11.9	64.3	73.4	69.7
Socio-Economic Status								
Subsidized meals	258	99.2	34.9	53.9	11.2	65.1	68.4	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	201	99.5	33.5	35.7	30.8	66.5	73.5	73.2	96	96.3
Gender										
Male	103	99	42.9	33	24.2	57.1	66.8	67.2	96.1	96.3
Female	98	100	24.5	38.3	37.2	75.5	80.6	79.4	95.9	96.3
Racial/Ethnic Group										
White	112	99.1	29.2	38.7	32.1	70.8	78.5	81.5	95.2	95.9
African American	49	100	44.2	32.6	23.3	55.8	64.8	61.3	96.7	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	87	97.4	97.1
Hispanic	30	100	32.1	35.7	32.1	67.9	72.1	66.7	97.1	96.5
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	72.7	72.2	97.1	95.5
Disability Status										
Disabled	40	97.5	88.2	8.8	2.9	11.8	27.7	26	95.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	25	100	39.1	30.4	30.4	60.9	69	65.7	97.2	97
Socio-Economic Status										
Subsidized meals	136	100	41.6	35.2	23.2	58.4	65.4	63.2	95.7	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	162	100	26	39	34.9	74
	4	190	100	27.9	38.4	33.7	72.1
	5	158	100	27.5	47.2	25.4	72.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	187	100	25.9	36.1	38	74.1
	4	174	98.9	21.5	48.1	30.4	78.5
	5	203	100	22.2	42.7	35.1	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	162	99.4	39	35.6	25.3	61
	4	190	100	36.6	34.9	28.5	63.4
	5	158	100	40.8	35.9	23.2	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	187	100	34.3	38	27.7	65.7
	4	174	100	16.3	49.4	34.4	83.8
	5	203	100	30.3	39.5	30.3	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	81	100	65.3	25	9.7	34.7
	4	190	100	32	60.5	7.6	68
	5	81	100	47.2	41.7	11.1	52.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	94	98.9	53	32.5	14.5	47
	4	174	100	29.4	60	10.6	70.6
	5	100	99	49.5	35.2	15.4	50.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	80	98.8	57.5	38.4	4.1	42.5
	4	190	99.5	30.2	45.3	24.4	69.8
	5	77	100	41.4	48.6	10	58.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	93	97.9	41	51.8	7.2	59
	4	174	100	22.5	56.9	20.6	77.5
	5	103	99	26.6	41.5	31.9	73.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	160	99.4	41.4	33.8	24.8	58.6
	4	189	99.5	37.4	32.8	29.9	62.6
	5	153	97.4	37.3	40.1	22.5	62.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	201	99.5	33.5	35.7	30.8	66.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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